

PART I - ELIGIBILITY CERTIFICATION

12FL7

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12FL7

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 141 Elementary schools (includes K-8)
 (per district designation): 41 Middle/Junior high schools
31 High schools
68 K-12 schools
281 Total schools in district
2. District per-pupil expenditure: 6088

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	22	38	60		6	0	0	0
K	85	72	157		7	0	0	0
1	84	76	160		8	0	0	0
2	68	84	152		9	0	0	0
3	66	78	144		10	0	0	0
4	83	69	152		11	0	0	0
5	64	63	127		12	0	0	0
Total in Applying School:								952

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
1 % Black or African American
72 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
18 % White
4 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1, 2010	892
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 9%

Total number of ELL students in the school: 88

Number of non-English languages represented: 3

Specify non-English languages:

Spanish, Portuguese, and Hindi

9. Percent of students eligible for free/reduced-priced meals: 5%
 Total number of students who qualify: 44

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%
 Total number of students served: 83

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>72</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>48</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>4</u>
Total number	<u>60</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	99%	98%	98%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Imagine Charter School at Weston is a tuition-free, public charter school currently servicing students in kindergarten through 5th grade. We also offer private pre-school, VPK, and extended care programs. Our enrichments range in variety from foreign languages to Tai Kwon Do, and everything in between. Each child at Imagine Weston is treated as a unique individual and encouraged to reach his/her own true potential. The families, staff, and community work harmoniously to create a warm and loving atmosphere that nurtures growth of the whole child. Our goal is to develop students into global thinkers and lifelong learners.

Imagine Weston opened its doors in 2001. As a member of the Imagine Schools family, our mission is to partner with parents and guardians in the education of their children by preparing the students for lives of leadership, accomplishment, and exemplary character. Our student population reflects South Florida's rich cultural diversity. We have 892 children, and our ethnic/racial mix is 72% Hispanic/Latino, 18% White, 5% Asian, 4% two or more races, and 1% Black. English Language Learners and students receiving special education services each represent 9% of our population. 5% are classified as gifted, and 5% qualify for free/reduced meals.

The 2011-2012 school year marks a decade of academic excellence at Imagine Weston. We are currently ranked 3rd out of 1,795 Florida elementary schools. Imagine Weston is also the leader in Adequate Yearly Progress (AYP) for Broward County and the State. We have earned the Governor's A School rating for ten years, and been awarded High Performing Charter School status. Imagine Weston has also been nationally recognized multiple times by Imagine Schools. We are the two-time recipient of the National School of the Year, Academic Achievement School of the Year, and Positive Character Development School of the Year awards.

Imagine Weston's combination of positive character development and academics sets us apart from other schools. We believe that our award-winning character program has made a tremendous impact on students' academic achievements. The Character Education Partnership granted us the National Promising Practice Award for the past two years. Research shows that children are more likely to succeed academically when they feel teachers and other school members genuinely care for them. So our school-wide measures reach out to all stakeholders. Staff members enjoy "Character Development Teas" to share effective ways of infusing character development into our classroom routines. Students are recognized in many ways for exemplary character. Monthly "Walks of Fame" to honor student achievements, Kids of Character certificates, and "I Got Caught" stickers all reward children for making great choices. We also promote character development with student leadership opportunities. Members of student council, safety patrol, or school ambassadors become pillars of character and role models for others. Service learning is another crucial component of the program. Our students actively participate in local and global projects including Trick-or-Treat for UNICEF, Adopt-A-Wish holiday program (ChildNet), and Weston's own Team Imagine. This school-based club involves children in community activities such as raising money for autism. Imagine Weston teachers embrace the philosophy that character education is not just another thing on our plates. To us, it is the plate upon which everything else depends.

All Imagine Schools adopt a common culture based on shared values and five measures of excellence. These equally important elements are central to our whole child educational approach. Academic achievement, economic sustainability, new school development, parent choice, and character development are our focus and used as criteria for evaluating school effectiveness. Imagine's shared values of integrity, justice, and fun are based on founder Dennis Bakke's Joy at Work philosophy. Teachers and administrators are completely in charge of the decisions affecting the school and our students. We also greatly value our community partnerships that help us to deliver high quality education.

Imagine Weston could not have been nominated for this award without the support of our parents and community. Our Parent Teacher Partnership (PTP) is an organization of dedicated people who unite with staff members to enhance student learning. The PTP also sponsors social functions that bring the community together while raising money for the school. Our S.C.O.R.E (school and community organizing resources for education) foundation also contributes to Imagine Weston's success.

Imagine Charter School at Weston is identified as an outstanding learning institution. While we take pride in our accomplishments, we also recognize that teamwork is the key to our success. Guided by a passionate and experienced principal, our dedicated staff constantly travels the extra mile to meet the ever-changing needs of our students. Partnering with families and the community allows us to support the children academically, socially, and emotionally. Japanese poet Ryunosuke Satoro beautifully expresses our sentiment with his words, "Individually, we are one drop. Together, we are an ocean."

Thank you for considering our application to be recognized as a Blue Ribbon School.

1. Assessment Results:

A. In Florida, student achievement is measured against the Sunshine State Standards by the Florida Comprehensive Assessment Test (FCAT). It is administered to grades 3-11 and is composed of criterion-referenced assessments in mathematics, reading, science (grades 5 and 8), and writing (grades 4, 8, and 10). In the 2010-2011 academic year, Florida transitioned from the FCAT to the FCAT 2.0 which aligns to the Next Generation Sunshine State Standards.

Students earn a scaled score for reading, math, and science that correlates to achievement levels ranging from level 1 to level 5. A level 3 is considered satisfactory performance by the State. By state statute, a level 1 reading score in third grade results in retention unless good cause can be demonstrated through specific alternative assessments.

Beginning in 4th grade, learning gains are calculated by comparing test scores from the previous year. Students may demonstrate learning gains by remaining at a proficient level or by demonstrating a year's growth numerically from their scaled score. Learning gains are used to calculate a school's grade as awarded by the Florida Department of Education.

Additionally, as an Imagine School, we administer the SAT10 assessments in reading and math to all students from grades 1 through 5 every fall and spring. The scores are used to calculate learning gains for every student and to further evaluate the effectiveness of our teachers and their instructional methods. Imagine Schools' criterion is that every child will make a minimum of 1.05 year's growth each year in both reading and math.

B. Imagine Weston was ranked third out of 1,795 elementary schools in Florida by the Florida Department of Education for the 2010-2011 school year. With a total of 719 points, we were only three points behind the top two schools that are academic specialty schools. Of our students who scored in the lowest 25% in reading, 83% made learning gains. In math, 96% of the lowest 25% made learning gains.

Imagine Weston has been ranked an A school by the Florida Department of Education for our entire grading history. Over the past five years, the points earned have demonstrated a general upward trend from 687 to 719. Schools awarded the level of A must achieve a minimum of 525 points. Grades 3, 4, and 5 have all maintained percentages for reading and math in the mid to high nineties for the past 5 years. Our FCAT scores are consistently at 3 (proficient) or above. These numbers have been maintained through changes to the state standards in reading (2007) and math (2011). The effectiveness of our bi-literate program has helped scores remain strong. Dual language learning enhances academic performance. As students in this program advance to the FCAT grade levels, Imagine Weston's scores have increased.

In addition to high scores, Imagine Weston has also met Adequate Yearly Progress (AYP) for all nine years we have been evaluated. This is due to the fact that all student subgroups, Hispanic, ESE, and English Language Learners, are making learning gains and scoring within proficiency levels. The school's focus continues to be on meeting individual student needs, thus resulting in strong learning gains. Imagine Schools also measures learning gains utilizing the SAT 10. All students in 1st through 5th grades take this test twice each year. Focusing on learning gains through both assessments provides extensive data on every student. Since instruction is data-driven, this information is critical for strategic individualized lessons.

Detailed analysis of FCAT scores indicates high performance in all grades (3-5) in both math and reading with general upward trends. Students scoring 3 and above in math in 2011 were 99% in third grade, 100% in fourth grade, and 98% in fifth grade. In reading, 95% of third graders, 95% of the fourth graders, and 94% of fifth graders scored 3 and above. All subgroups were within 10% of the total for all subjects. Only the 3rd grade ESE students had a 10% difference between the percentage in levels 4 and 5 compared to the general population. Since these 23 students all have individualized education plans, each student's scores will be analyzed and they will receive the necessary strategies and support for continued growth. It should be noted that this subgroup difference was between the ESE students and general population scores in the highly proficient area. By definition, ESE students need additional support to achieve on-level scores and there will be some unable to achieve high proficiency. The real test will be to see these student's individual learning gains between third and fourth grade to ensure achievement of one year's progress.

Alongside math and reading scores, Imagine Weston has consistently ranked highly in science and writing. Last year, we scored in the top ten schools in Florida on the 5th grade science FCAT with 91% of the students scoring a 3 or above. There has been a steady upward trend on the science scores. On the fourth grade Florida Writes assessment, we have consistently been in Broward County's top 10 schools, and ranked highly in the State. Last year's scores averaged 4.8 out of 6.0, with 99% scoring a 4(competent) or above.

2. Using Assessment Results:

Imagine Charter School at Weston believes that data driven instruction is the cornerstone to student success. By analyzing and adapting to the changing needs of our students, we are able to successfully prepare them both academically and for their future. Data analysis enables us to discover and respond to trends in our school climate. We know the areas where the students are performing well, and those in which they need to improve. Thus we have a complete picture revealing the overall success of academic programs. One of our Imagine shared values is justice, which means that each child is not treated the same and should receive what he needs to be successful. In order for us to provide the students with justice, it is essential to first carefully look at them as a whole and then individually prepare targeted instruction

Imagine Weston administers a wide range of assessments within the first two to three weeks of school. The results are used to plan for appropriate student placement in classroom instruction. All students entering kindergarten are administered a basic reading and mathematics assessments and are observed for fundamental school readiness. Teachers encourage parents to participate in summer testing so the children can be assessed before the school year begins. The assessment is not an admission tool, but rather an indicator of school preparedness. After careful examination of the data, teachers begin the task of grouping students in classes that afford them the opportunity for maximum growth. This focus allows educators to begin teaching and learning on the first day of school, thereby utilizing every available moment of instructional time. A varied selection of other assessments is used throughout the school year to monitor progress and instructional needs.

In 1785, British poet William Cowper coined the phrase, "Variety is the very spice of life." As educators in the 21st century, we apply this maxim to our use of assessment and its results. Imagine teachers know that multiple measures of assessment provide us with the best possible ways of focusing on individual student needs. Toward this goal, we launch each academic year with several different forms of assessment. Our repertoire includes the SAT 10, Imagine Schools Benchmark Assessments, STAR Early Literacy, Star Literacy, Treasures and Go Math! beginning year inventories, and teacher-created individual student appraisals. Our kindergarten students also take FAIR assessments.

Once beginning assessments are completed and the results recorded, data chats are convened. Within the first month of school, teachers meet with a team consisting of the school administrator, guidance counselor, school based psychologist, Exceptional Student Education liaison and regional curriculum

coach. During these data chats, assessment results are reviewed, analyzed and carefully evaluated to provide teachers with needed strategies or additional assistance in planning for differentiation. Data is collected more frequently for students in jeopardy on specific skills throughout the curriculum. Teachers in grades 3-5 use the Broward County benchmark assessments to determine specific strands in which students need extra support. Identification of the lowest-scoring 30% of students creates our focus group for which we initiate academic remediation. Teachers then plan before and after school skill groups based on student needs. We also provide Florida Comprehensive Assessment Test (FCAT) Camp for our upper elementary students. Teachers use FCAT item specifications, along with progress monitoring, to help guide instruction.

Assessment is an ongoing component of our education program at Imagine Weston. Every teacher maintains a data binder of each student's information. This data portfolio is utilized to identify areas of improvement and needs for differentiated instruction and assessment. Data is evaluated and compiled in a consistent format by grade level. It is based on the assessments grade teams have identified as being effective for measuring core curriculum standards. Administration respects teacher expertise and empowers them to determine which methods and evaluations to use for promoting student growth. Data chats continue on a tri-annual basis unless needs arise that demand more focused interventions. In the meantime, all students are continually monitored to track their levels of progress. Imagine educators work with all tiers of students which includes identifying the highest-scoring 10% population. The focus on this unique learning group is engagement with extension and supplemental learning opportunities.

Besides analyzing student data, Imagine teachers understand the importance of communicating results with students, families, and the community. Conferences, email, school and teacher websites, and governing board meetings are just a few of the communication vehicles used to inform all stakeholders about the students' academic achievement.

Imagine Charter School at Weston holds firm to the belief that using data to drive instruction takes the guess work out of teaching and replaces it with scientific research. This provides us with the understanding and ability to reach maximum learning potential. Effective utilization of data and progress monitoring is what prepares our students to be future world leaders.

3. Sharing Lessons Learned:

Sharing best practices is a cornerstone at Imagine Weston. All Imagine Schools operate on six measures of excellence, including academic achievement. In order for us to be successful, we must communicate with our fellow educators both on-and-off- campus.

Poet John Donne captured the spirit of sharing and cooperation in his piece entitled "No Man is an Island." Truer words were never spoken when it comes to educating today's children. As teachers, we must unite with fellow educators to prepare our students for their 21st century leadership roles. This cooperative effort involves local, regional, and national alliances. Membership in organizations such as the Florida Association for the Gifted (FLAG) and the Florida Consortium of Public Schools offer us interaction with peers at the state level. Staff members attend conferences and then share their knowledge at Professional Learning Communities (PLC's). The same is true nationally. In addition to professional memberships with organizations such as the National Council of Teachers of Mathematics, Imagine teachers participate in and instruct at our national forum each year. Imagine Weston educators have presented workshops on such topics as gifted education, the scientific method, and character education.

In addition to state and national levels, we also embrace sharing with our local community. This takes on many forms, ranging from relationships with area colleges to engaging family involvement. As professional educators, we gladly accept our role as mentors. Therefore, we welcome student teachers from such learning institutions as NOVA Southeastern University and Florida International University. We also hold workshops for our families to demonstrate how they can support us as educational partners.

For example, we discuss how to assist the students with the new concept-based math program utilizing Go Math! resources.

We also regionally share lessons learned. Being a member of the Imagine Schools family involves sharing both successes and challenges. In the South Florida region, this means beginning each school year earlier than the rest of the county for a three-day conference. During this time, we help one another prepare for the upcoming year both academically and emotionally. Imagine teachers take this opportunity to share best practices and a variety of other topics to promote readiness for the new school term. No matter what the venue, our focus is on helping one another best meet the diverse needs of our students. Involvement in local, state, and national activities enables Imagine Weston to grow professionally and enhance student learning.

4. Engaging Families and Communities:

Without family and community involvement, Imagine Charter School at Weston could not have achieved nor maintained our decade of academic excellence. Guided by the sage words of our mission statement, “We are dedicated to helping parents and guardians educate their children by creating a safe, stimulating, and nurturing environment, which encourages participation, creativity, and enthusiasm for learning.” Working in partnership with our families is crucial to student success.

Family involvement is highly encouraged and facilitated through our Parent Teacher Partnership (PTP). This organization of dedicated family members labors endlessly to ensure that teachers have all the necessary resources. They host a variety of fundraising events so Imagine Weston is equipped with the latest in technology and educational materials. Our PTP also arranges for the students to participate in special programs like Meet the Masters, Junior Achievement, and Scholastic Book Fairs.

The PTP is one of many ways Imagine works with our community. Throughout the year, special family-focused events are held in the evening. For example, we hold Math Night at our local supermarket (Publix) or a community restaurant. We also host elaborate Multicultural Night and Hispanic Heritage festivities to celebrate the diversity of our community.

Active community involvement is commonplace on our campus every day. Parents and volunteers work with small groups to enhance child learning. We also have Career Day when parents and community members present their various occupations to the students. This is a great forum for demonstrating how classroom learning applies to the real world.

Recognizing that parents and community members are our partners in education, Imagine Weston hosts evening academic workshops for adults. During these events, teachers share what the children are learning in class and how families can provide support at home. We also hold informational meetings about the science fair and off-campus learning activities such as field trips.

Imagine Charter School at Weston takes to heart the African proverb, “It takes a village to raise a child.” We have cultivated a network of people to help us meet the academic, social, and emotional needs of our students. Our families know that they are highly valued as integral members of the educational team. We honor their efforts and achievements with our Volunteer Appreciation Breakfast, recognition on our school website and on print materials including signage in front of the school. We look forward to continuing this successful relationship with all of our educational partners.

1. Curriculum:

Imagine Weston engages in a multi-faceted approach to preserve our outstanding academic success. Florida's Next Generation Sunshine State Standards, Imagine Schools' curriculum, and national standards provide the framework for our rigorous program that challenges all students to achieve academic excellence. As teachers we know that core subject knowledge is only part of the learning experience. So we focus on teaching the "whole" child, and character education is a huge component of our curriculum. Based on the program, Character Counts!, daily lessons and activities are designed with an emphasis on positive character development. Our curriculum also strongly advocates the integration of music, art, media, and physical education across all subject areas.

Our reading curriculum is supported by Macmillan McGraw-Hill's Treasures program, which helps teachers to differentiate instruction according to students' needs. We incorporate uninterrupted ninety minute blocks to focus on the six components of reading: phonics, phonemic awareness, fluency, vocabulary comprehension, and oral language. During this time, teachers incorporate whole and small group instruction, learning centers, and individual remediation. Read Naturally and Accelerated Reader are examples of computer-based programs that reinforce the curriculum. We also include book clubs, readers' theater, and novel studies. Our language arts curriculum is writing-based across all grade levels. Imagine Weston has designed a school-wide program, encompassing all subject areas, to ensure that students excel in focus, organization, support, and conventions.

The mathematics curriculum is aligned with national standards developed by the National Council of Teachers of Mathematics. Our approach is concept-based, and we use by Houghton Mifflin Harcourt's Go Math! to promote excellence in learning. We chose this program for its focus on in-depth comprehension of the standards and array of online resources. It also contains two levels of intervention to help struggling students achieve success. The differentiated center kit provides activities for practice and enrichment.

The science curriculum is divided into four units: life science, physical science, nature of science, and earth and space. Our program combines the Imagine School benchmarks with Florida's Next Generation Sunshine State Standards. Students learn concepts and develop knowledge through hands-on investigations and experiments. Non-fiction literature, leveled readers and Time for Kids help advance science comprehension. Another important part of our science curriculum is the science fair. Students in fourth and fifth grades learn the scientific method, create individual projects, and compete against other Imagine Schools.

The emphasis of our social studies curriculum is on developing students into informed and productive citizens. The program includes the study of history, government, geography, and economics. Imagine Weston contains a rich ethnic mix. So we encourage the celebration of our diversity through multicultural activities with the community. Students also learn to think locally and world-wide through the study of current events. The Junior Achievement program plays an integral role in our social studies curriculum. It educates and inspires the students to succeed in a global economy by relating classroom education to the workplace. Integration of non-fiction reading materials and Internet studies help children to develop a more detailed understanding of our world and the people in it.

Our Imagine curriculum also contains a special feature not offered in other Weston schools, the bi-literate program. High achieving students learn to speak, listen, read, and write in both Spanish and English. Children in bi-literate courses benefit from double instruction in all state and national academic standards.

Across all areas, technology is infused to enhance comprehension. Smart boards, document cameras, projectors, student response systems and laptops are some of the modern equipment utilized to promote

academic excellence. Instruction, activities, and assessment all involve the use of current technology to provide students with the optimum learning experience.

2. Reading/English:

Imagine Weston's reading program is designed to meet the needs of all learners, and is based upon the six components of reading: phonics, phonemic awareness, comprehension, fluency, vocabulary, and oral language. We have chosen Macmillan McGraw-Hill's reading series to support our curriculum as it provides a multitude of print and online resources.

Teachers use many strategies to develop students' reading skills. Primary grades include puppets, photo cards, and leveled readers to teach reading, including word analysis strategies. Upper elementary teachers also use leveled readers, along with trade books, nonfiction literature, and reciprocal teaching to enforce reading skills. Success on the Florida Comprehensive Assessment Test (FCAT) requires proficiency in the Next Generation Sunshine State Standards. So the attention in grades 3-5 shifts from learning to read to reading to learn. Literary analysis, text structure, and text features typically become the instructional focus. Computer-based programs such as Read Naturally, FCAT Focus Achieves, and Accelerated Reader (AR) support our reading program across all grades. Intermediate grade teachers work with children to establish their AR goals and reading levels. This boosts student enthusiasm as they monitor their own reading progress. Children are excited to read when they comprehend the material and score well on quizzes.

As in all subjects, assessment drives instruction. We utilize initial reading inventories to establish skill groups. These groups vary as children's performance levels change. Weekly evaluations, along with Imagine Schools and Broward County benchmark assessments, are part of our ongoing progress monitoring system. Instructional delivery methods include whole group, small group, guided reading, and individual focus. For struggling readers, teachers work with our ESE Specialist and data team to ensure inclusion of every necessary element for success. Additionally, we call upon community volunteers to assist in the classrooms. Gifted and high-performing students are also supported through engagement in rigorous activities that challenge them to be analytical readers. Imagine Schools offers the Advanced Reading Challenge, which encourages our advanced students to read 25 books over 7 months, completing a creative expression of comprehension for each. Marzano's Nine High Yield Instructional strategies are used to promote higher order thinking skills and strategies.

So our students can become productive citizens who love learning, we help them develop into active readers who view text as a way of being connected with the world. At Imagine Weston, we use every method available to make reading an inherent talent and passion for all our children.

3. Mathematics:

Imagine Weston utilizes a mathematics curriculum that focuses on student development of in-depth concept knowledge. Guided by the Imagine benchmarks and Florida's Next Generation Sunshine State Standards, teachers emphasize the application of vital mathematical principles to empower students to think critically and solve problems. We use the Houghton Mifflin Harcourt Go Math! series, which offers an abundance of resources to meet the needs of all learners.

Classroom instruction features a cornucopia of activities. Whole and small group instruction is combined with individual activities and technology to provide the total mathematical learning experience. Each day welcomes the students with their objective and essential question, followed by the use of manipulative materials, interactive online games, math videos, and literature. Our teachers are trained professionals who are passionate about having their students understand math's importance in our world.

We also involve community members as our partners in education. Parents share how mathematics is an important element in their careers. Financial experts, athletes, and medical professionals are some examples of those who have helped the students understand the vital role mathematics plays in the real world. We also engage community support for family math nights at our local supermarket (Publix) and restaurants.

Meeting the diverse needs of all students is critical for achieving academic success. With this in mind, we pay special attention to those students who score in the lowest 30%. For these children, we provide morning and after-school sessions, plus individual remediation. Furthermore, students in third-fifth grades participate in a camp designed to help them successfully pass the state and national assessments. Furthermore, we consult with our ESE Specialist to ensure delivery of the most effective teaching strategies.

All students benefit from the gift of technology. Programs such as Riverdeep, FCAT Focus, and FCAT Explorer challenge the children to strengthen their mathematical skills. Educational games like Jeopardy and math bingo provide an engaging arena in which students can enhance their math abilities. Our entire student population also actively engages in meta-cognitive processes. The children learn to reflect on how they arrived at their answers, as opposed to just the responses themselves.

Using a variety of instructional methods and materials that reinforce our curriculum enables students to become skilled mathematicians. The effectiveness of our efforts is evidence by the fact that the number of struggling mathematics students making a year's worth of progress has risen from 83% to 96%.

4. Additional Curriculum Area:

Six years ago, Imagine Weston created an innovative bi-literate program that remains unparalleled by any area public school. This unique program develops exceptional levels of literacy in both Spanish and English. Students become extremely proficient in reading, writing, listening, and speaking. We are the only school in Weston that offers a dual immersion program, and have been the highest rated elementary school the past two years.

The bi-literate experience is incomparable to traditional elementary education. Students are immersed in learning and communicating in two languages. The primary grades feature a 50/50 split between instructional time in English and Spanish. Intermediate grades employ a 70/30 model since national and state assessments are administered in English. Students in this rigorous program have blossomed academically, and performed incredibly well on standardized tests. Bi-literate students scored higher on the Florida Comprehensive Assessment Test and SAT than those in English only classrooms.

Besides academic excellence, the bi-literate program has cultivated exceptional unity. Approximately 70% of our school population is Hispanic. Combining such diversity into one nurturing learning environment strengthens cultural appreciation and elevates students' self-esteem. Learning to value one's language and heritage empowers a child to share his background with others. Parents appreciate the positive impact on their children, and continue to provide unconditional support.

Community involvement is a vital component of our program. Parents must commit to long-term support upon registration. We count on family participation to enhance the children's learning at home and school. Multicultural Night and Hispanic Heritage Month celebrations are major events. Family participation brings these occasions to life. Enjoying music, food, and other cultural aspects deepens appreciation for our diverse heritages.

As with all teaching, dual language instruction adjusts to meet the students' needs. Typically, children from non-Spanish speaking homes require additional classroom support. So we offer practice, enrichment, and re-teach activities to reach all children. Resources include Spanish versions of all

textbooks, computer-based programs, interactive games, and volunteers. Instruction is delivered in whole and small group, with individual support as required. Students work cooperatively and independently.

Students in the bi-literate program are immersed in learning and communicating in two languages. This helps prepare them for the high demands of the job market. The multicultural academic environment also enables the children to enhance their world perspective by embracing the rich diversity of our families. Imagine's bi-literate students are groomed to become future leaders who display exemplary character.

5. Instructional Methods:

Imagine Schools are guided by three shared values, one of which is Justice. Founder and C.E.O. Dennis Bakke defines justice as "to each person what he or she deserves and to each person what is appropriate." In other words, every student should not receive the same instructional method. At Imagine Weston, the necessity to differentiate instruction for all learners is of the utmost importance. Teachers structure learning environments that address the variety of learning styles, interests, and abilities. Our ever growing English Language Learner (ELL) and Exceptional Student Education (ESE) subgroups require teachers to use multiple strategies. Visual aids, modified assignments, community helpers, and small groups are some of the ways teachers diversify instruction. We also utilize continual progress monitoring to keep pace with each student's current level of performance.

Differentiation, however, is not reserved solely for ELL and ESE students. At Imagine, it is a core belief and practiced by every teacher for all students. A guest visiting our classrooms would witness teachers working with small groups. Membership in these groups is based on the child's individual standard-based needs. Groups are fluid as student learning advances, or remediation needs arise.

Our gifted and bi-literate programs also exemplify Imagine Weston's dedication to meeting students' learning needs through varied instructional methods. The gifted population receives instruction using real-life scenarios in cross-curricular, project-based activities. Teachers help students develop critical thinking skills and real world problem-solving abilities. In the bi-literate program, high achieving students spend their days actively learning in both Spanish and English. The bi-literate kindergarten students graduate fifth grade completely fluent in both languages.

Diverse instructional methods at Imagine also include the use of technology. Our classrooms contain modern equipment such as smart boards, projectors, document cameras, that bring learning to life.

Imagine Weston's focus on academic excellence for all students requires extensive planning time. Our dedicated teachers prepare alone and with team members to meet students needs. They also plan vertically and place students in morning skill-based tutoring groups. These committed professionals focus on closing the achievement gap for less proficient students.

Designing and utilizing a variety of instructional methods does not happen automatically. It requires a steadfast team of educators who recognize and support the fact that diverse abilities, experiences, and interests tremendously impact student learning. As Mr. Bakke says, "There are no standardized students." So at Imagine Weston, individualization is woven into the fabric of our instructional methods.

6. Professional Development:

Imagine Charter School at Weston considers professional development to be a vital ingredient in our recipe for success. From first year teachers to seasoned veterans, all staff members are showered with opportunities to expand their knowledge. Our professional development program provides a spectrum of training that begins in-house and extends to Imagine Schools' National Forum. Educators participate in a potpourri of activities designed to enhance student learning and promote professional growth.

Each academic year at Imagine begins earlier than the rest of the county with a three-day seminar. We unite with fellow Imagine schools from the South Florida region to engage in professional and motivational sessions. During this time, teachers and administrators prepare for the upcoming school year. The event kicks off with a dynamic key note speaker, followed by small group workshops covering a multitude of subjects. Presenters speak on such topics as technology in the classroom, cross-curricular instruction, diverse learning styles, etc. We also gather to share ideas and best practices. After the third day, we are highly energized and greatly excited for the upcoming school year.

Imagine Weston keeps the fires of dedication burning all school year by strictly adhering to our professional development agenda. Grade level teams meet weekly to ensure that all teachers have the necessary tools for successfully meeting the needs of their students. Team meetings include sharing of effective lessons and instructional resources. Monthly Professional Learning Communities (PLC's) are also an important Imagine feature. These after-school sessions are conducted in-house by colleagues who share their expertise with our staff. Training is provided in all core subject areas, with an emphasis on differentiated instruction and assessment, incorporating technology in the classroom, cross-curricular education, and hands-on interactive learning for all grade levels.

Professional development at Imagine additionally includes a special program entitled "Grow Your Own Leaders." This unique course educates teachers about the responsibilities of and requirements needed to be a successful administrator. Area Imagine principals act as instructors to facilitate possible promotional opportunities from within our family.

Since educational levels and learning styles vary with each child, our educators must be well-versed in multiple ways to help students achieve academically. Toward this goal, we continually strive to equip teachers with the necessary training so they can provide the most effective learning environment. Our relentless pursuit of excellence in educator development has enabled us to maintain Grade A School status in Florida for ten years.

7. School Leadership:

Our Principal empowers the faculty and staff, in partnership with our families, to prepare the students for lives of leadership, accomplishment, and character. She oversees and facilitates an interwoven structure of teams entrusted with needs assessment, planning, coordinating and decision-making. These teams consist of our Coaches (Guidance counselor and ESE/Curriculum Specialist), Support Team (Business Manager and Registrar), Leadership Team (representatives from each grade level), six committees (each representing one of our six measures of excellence), Task Forces, and our Parent Teacher Partnership Executive Board.

This leadership structure is built around our six measures of excellence which we use to evaluate school effectiveness. These measures are parent choice, academic achievement, character development, shared values, economic sustainability and new school development. We are a "family," and just like any healthy family, we share common ground, support for one another, and shared values. This structure promotes a bond that makes us more secure and aligned to our vision, purpose and methods. Each "family" member plays a leader/decision maker role at one time or another throughout the course of the school year while serving on one of these committees. Our Committee Facilitators, Leadership Team and Coaches meet regularly to debrief and inform. This process assures that our focus of student achievement is in the forefront of all our work, and that our mission and vision is aligned in every aspect of our operations including policies, programs, relationships and resources.

We have three shared values that guide our work. They are justice, integrity and fun. Integrity means wholeness or how things fit together. In our school setting it means we must balance the teaching and modeling of character development with academic achievement. Integrity requires freedom mixed with responsibility and accountability. Justice does not mean sameness or equality, but that everyone is treated

uniquely and appropriately. Fun at Imagine requires extraordinary decentralization of decision-making to teachers, staff, and students to create a joy-filled school.

Imagine Weston believes that each person was born to use his/her mind, heart, and physical skills to take actions, make decisions, and be held responsible for the results. Creating an environment where all stakeholders participate in educational, economic and administrative decisions, and take responsibility for the results, is vital for having an effective and enjoyable school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: FCAT

Edition/Publication Year: 2007-2011 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3-5	99	100	99	97	96
Level 4 & 5	87	85	92	76	74
Number of students tested	142	142	140	142	160
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3-5					
Level 4 & 5					
Number of students tested			4	2	3
2. African American Students					
Level 3-5					
Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3-5	100	100	97	96	95
Level 4 & 5	91	87	87	71	70
Number of students tested	86	87	68	79	78
4. Special Education Students					
Level 3-5	100	100	100	86	92
Level 4 & 5	78	65	89	58	54
Number of students tested	23	14	18	14	13
5. English Language Learner Students					
Level 3-5					
Level 4 & 5					
Number of students tested	7	9	8	8	7
6.					
Level 3-5					
Level 4 & 5					
Number of students tested					
NOTES:					

12FL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: FCAT

Edition/Publication Year: 2007-2011 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3-5	95	96	96	93	91
Level 4 & 5	66	69	66	63	55
Number of students tested	142	142	140	142	160
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3-5					
Level 4 & 5					
Number of students tested			4	2	3
2. African American Students					
Level 3-5					
Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3-5	97	97	94	89	88
Level 4 & 5	67	67	60	53	52
Number of students tested	86	87	68	79	78
4. Special Education Students					
Level 3-5	91	93	94	79	92
Level 4 & 5	56	57	56	28	31
Number of students tested	23	14	18	14	13
5. English Language Learner Students					
Level 3-5					
Level 4 & 5					
Number of students tested	7	9	8	8	7
6.					
Level 3-5					
Level 4 & 5					
Number of students tested					
NOTES:					

12FL7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: FCAT

Edition/Publication Year: 2007-2011 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3-5	99	96	96	96	99
Level 4 & 5	87	75	71	74	75
Number of students tested	130	128	132	139	167
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3-5					100
Level 4 & 5					60
Number of students tested			1	2	10
2. African American Students					
Level 3-5					
Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3-5	100	93	97	93	99
Level 4 & 5	86	70	66	75	74
Number of students tested	80	75	74	76	81
4. Special Education Students					
Level 3-5		100	86	100	100
Level 4 & 5		65	36	85	54
Number of students tested	9	17	14	14	15
5. English Language Learner Students					
Level 3-5					83
Level 4 & 5					33
Number of students tested	4	2	6	6	12
6.					
Level 3-5					
Level 4 & 5					
Number of students tested					
NOTES:					

12FL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: FCAT

Edition/Publication Year: 2007-2011 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3-5	95	98	96	94	93
Level 4 & 5	67	74	68	60	63
Number of students tested	130	128	132	140	167
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3-5					100
Level 4 & 5					60
Number of students tested			1	2	10
2. African American Students					
Level 3-5					
Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3-5	95	99	96	94	91
Level 4 & 5	63	75	62	57	60
Number of students tested	80	75	74	77	80
4. Special Education Students					
Level 3-5		88	93	93	87
Level 4 & 5		65	28	43	47
Number of students tested	9	17	14	14	15
5. English Language Learner Students					
Level 3-5					58
Level 4 & 5					25
Number of students tested	4	2	6	6	12
6.					
Level 3-5					
Level 4 & 5					
Number of students tested					
NOTES:					

12FL7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: FCAT

Edition/Publication Year: 2007-2011 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3-5	98	94	96	97	91
Level 4 & 5	84	82	81	84	65
Number of students tested	127	125	130	147	144
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3-5					
Level 4 & 5					
Number of students tested			1	7	8
2. African American Students					
Level 3-5					
Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3-5	97	95	96	99	88
Level 4 & 5	85	85	80	83	61
Number of students tested	80	78	73	75	72
4. Special Education Students					
Level 3-5	92	85	91	100	85
Level 4 & 5	76	69	64	71	60
Number of students tested	13	13	11	14	20
5. English Language Learner Students					
Level 3-5					75
Level 4 & 5					8
Number of students tested		4	4	9	12
6.					
Level 3-5					
Level 4 & 5					
Number of students tested					
NOTES:					

12FL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: FCAT

Edition/Publication Year: 2007-2011 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3-5	94	95	98	95	92
Level 4 & 5	71	69	72	59	65
Number of students tested	127	125	130	147	144
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3-5					
Level 4 & 5					
Number of students tested			1	7	
2. African American Students					
Level 3-5					
Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3-5	92	96	97	93	92
Level 4 & 5	67	65	72	58	55
Number of students tested	74	78	73	75	72
4. Special Education Students					
Level 3-5	92	85	91	86	80
Level 4 & 5	69	38	18	43	40
Number of students tested	13	13	11	14	20
5. English Language Learner Students					
Level 3-5					67
Level 4 & 5					8
Number of students tested		4	4	9	12
6.					
Level 3-5					
Level 4 & 5					
Number of students tested					
NOTES:					

12FL7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Level 3-5	98	96	97	96	95
Level 4 & 5	86	80	81	78	71
Number of students tested	399	395	402	428	471
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3-5	0	0	0	0	47
Level 4 & 5	0	0	0	0	28
Number of students tested	0	0	6	11	21
2. African American Students					
Level 3-5	0	0	0	0	0
Level 4 & 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Level 3-5	99	96	96	95	94
Level 4 & 5	87	81	77	76	68
Number of students tested	246	240	215	230	231
4. Special Education Students					
Level 3-5	77	95	93	95	91
Level 4 & 5	61	66	65	71	56
Number of students tested	45	44	43	42	48
5. English Language Learner Students					
Level 3-5	0	0	0	0	61
Level 4 & 5	0	0	0	0	15
Number of students tested	11	15	18	23	31
6.					
Level 3-5	0	0	0	0	0
Level 4 & 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12FL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Level 3-5	94	96	96	94	92
Level 4 & 5	67	70	68	60	60
Number of students tested	399	395	402	429	471
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3-5	0	0	0	0	76
Level 4 & 5	0	0	0	0	46
Number of students tested	0	0	6	11	13
2. African American Students					
Level 3-5	0	0	0	0	0
Level 4 & 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Level 3-5	94	97	95	91	90
Level 4 & 5	65	68	64	55	55
Number of students tested	240	240	215	231	230
4. Special Education Students					
Level 3-5	73	88	92	86	85
Level 4 & 5	48	54	37	38	39
Number of students tested	45	44	43	42	48
5. English Language Learner Students					
Level 3-5	0	0	0	0	48
Level 4 & 5	0	0	0	0	12
Number of students tested	11	15	18	23	31
6.					
Level 3-5	0	0	0	0	0
Level 4 & 5	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12FL7